Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England Gloucester College of Art & Technology City of Bath College of Further Education
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	FENTO endorsed
Highest award title	Certificate in Education (Further Education)
Default award title	NA
Interim award title	NA
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2008
Authorised by…	**Date:…**
Version Code *2.1*	

Section 2: Educational aims of the programme

The aims of the programme are to provide:

1. a relevant and coherent curriculum underpinned by staff scholarship and professional expertise which integrates theory with practice and meets the initial generic training, academic and professional development needs of a wide variety of in-service practitioners from a broad range of professional contexts in the Further Education Sector
2. to offer recognised teaching qualifications for those working in the Further Education Sector which are continually enhanced through the process of monitoring, evaluation and review
3. to create a stimulating learning environment that enables students to extend and develop their professional role and practice consonant with their subject expertise within a framework of reflective, ethical, professional practice and debate
4. to promote a positive learning experience in which students from a wide range of professional contexts can acquire the intellectual skills of enquiry, analysis and evaluation and provide opportunities for developing transferable skills, enabling them to pursue career opportunities and/or progress to further study and research

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Section 3: Learning outcomes of the programme

The principal level at which learning outcomes are elaborated is at module level. However the learning outcomes identified in this section summarise what students are intended to have achieved by the end of the whole programme.

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: As a consequence of this programme, students will have: • a comprehensive knowledge of major theories, concepts and established principles within post compulsory education policy and professional practice, with areas of specialism in depth and an awareness of the provisional nature of knowledge • an awareness of personal and professional responsibility within an appropriate ethical framework in relation to the wider social and environmental implications for post compulsory education • a comprehensive knowledge of established approaches to research and enquiry in the area of study • understanding of the significance of relevant contextual factors influencing post compulsory education policy and	**Teaching/learning methods and strategies:** The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection on practice, research tasks, group work. **Assessment:** Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment. *Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the*

professional practice	programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.
• knowledge of the basis of their own value position compared to that of others related to post compulsory educational policy and professional practice • understanding the significance of how related work of other professions and disciplines impacts upon wider educational policy and practice • understanding of issues of equality, diversity, inclusion and social justice related to post compulsory education policy and professional practice	

B Intellectual Skills

Learning outcomes	Teaching, Learning and Assessment Strategies
As a consequence of this programme, students will have be able to: • critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore the area of study in the process of developing an argument • use established methods of data collection, justifying plans and methods on technical grounds • critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data. • synthesise abstract data, concepts and/or numerical data towards a given purpose integrating new principles and understanding • use critical reflection in the learning process to explore and develop personal and professional theories in relation to professional practice. • engage with an appropriate ethical framework for interpreting ideas and practice.	**Teaching/learning methods and strategies** The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection on practice. **Assessment** Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment. Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.

C Subject, Professional and Practical Skills

Learning outcomes	Teaching, Learning and Assessment Strategies
As a consequence of this programme, students will be able to: • apply techniques and skills effectively and efficiently in a range of contexts, anticipating problems that may arise, making informed judgements • exercise initiative and personal responsibility and a capacity to make decisions in complex and unpredictable contexts • integrate relevant theoretical, professional and/or research based sources and use them in the development and discussion of ideas • plan and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes • develop a coherent strategy for work-based or other relevant experiences, identifying own practice goals and formulating plans for achieving these • articulate a coherent, reflective and effective orientation to their practice and their personal responsibilities in professional practice	**Teaching/learning methods and strategies** In University sessions course members are introduced to relevant theories and research. In the workplace they work on directed study and enquiry tasks. These sources are then used in module assessments and to inform their reflection on practice and to identify, justify and evaluate changed courses of action Course members are asked to demonstrate coverage of the FENTO Standards and reflect on their work-based experience and the future progress to be made as a developing professional in their subject. **Assessment** The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed include: observation of practice, evaluation of their own performance, documentary records.

D Transferable Skills and other attributes

Learning outcomes	Teaching, Learning and Assessment Strategies
As a consequence of this programme, students be able to: • interact effectively as a team member, supporting, leading, negotiating and managing conflict in a range of professional contexts • locate, use effectively and evaluate the full range of learning resources, including ICT across a range of contexts • apply confidently their own criteria of judgement and can challenge received opinion and reflect upon action • communicate effectively with a broad	**Teaching/learning methods and strategies** The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures, seminar discussions, peer discussions, tutor guidance, case study exercises, simulations, directed study and enquiry tasks, directed reading, use of on-line materials, reflection

range of audiences including young people, parents/carers and other professionals • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes • take responsibility for own learning, articulating their own preferred learning styles and strategies and managing their own development • engage effectively in debate in a professional manner and produce coherent written and oral reports on procedures • identify and analyse complex problems, confidently and flexibly, applying appropriate knowledge and skills to their solution	on practice. **Assessment** Audit tools, written assignments, oral presentations, poster, small scale research enquiry, self assessment. **Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules.**

Section 4: Programme structure

The Cert Ed consists of the following compulsory modules:

UTCG8R-20-, Learning and Teaching in Post Compulsory Education, (20 credits level 1)
UTCG8S-10-1, Practical Teaching A , (10 credits level 1)
UTCG8T-10-2, Preparing for Advanced Study in Continuing Education, (10 credits level 2)
UTCG8U-20-3, Practical Teaching B, (20 credits level 3)
UTCG8V-20-3, Researching Learning in Post Compulsory Education, (20 credits level 3)
UTCG8W-20-3, Management & Social Context in Post Compulsory Education, (20 credits level 3)
UTCG98-20-3, Practice and Professional Standards in Post 16 Education, (20 credits level 3)

Section 5: Entry Requirements

1. The normal minimum level of attainment required for entry onto the Cert Ed (FE) Award is passes in one or more of the following:

    *   Two subjects at GCE A Level supported by three passes at GCSE at grade C or above
    *   Three subjects at GCE A level and one pass at GCSE at grade C or above
    *   BTEC National Diploma
    *   GNVQ level III
    *   Validated Access course
    *   European or International Baccalaureate

2. Applicants may be considered for entry without the normal qualifications if they can show:

    *   That they would benefit from study at the appropriate level
    *   That they are likely to achieve the required standard
    *   That they have suitable knowledge and skills for entry onto the award

    We welcome applications from mature applicants and those who do not have the entry requirements outlined in this prospectus. The University will consider applications on the basis of evidence of personal, professional and educational experience, which indicate an applicant's ability to meet the demands of a degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

3. Applicants must have access to a minimum amount of teaching experience: at least 45 hours of teaching for the 'Practical Teaching A' module, and a further 150 hours of successful teaching for module Practical Teaching B. These hours must be in one of the following settings for FENTO endorsement:

    A. Further Education as defined in the FAHE Act 1992
    B. Further Education in Higher Education settings
    C. Adult and Community Education
    D. Literacy, numeracy and ESOL provision within further and adult education
    E. Workplace teaching and learning to groups and individuals

AL is available for UTCG8R-20-1 and UTCG8S-10-1 on the basis of achievement of comparable qualifications

Section 6: Assessment Regulations

The individual modules in the programme are assessed within Modular Assessment Regulations (MAR).

The programme award is non MAR.

6.1 ASSESSMENT REGULATIONS
6.1.1 Award requirements
In order to be eligible for the award of Certificate in Education (Further Education) the student must achieve 120 credits through completion of the units identified in the programme specification. This involves 30 credits at Level 1, 10 credits at Level 2 and 80 credits at Level 3.

There are no intermediate awards for which a student could be eligible.

6.2 EXAMINING BOARD
There shall be an Examining Board responsible for determining success in modules and recommending the award of the qualification available within the programme.

Composition
Dean of the Faculty of Education or nominee (Chair)
Programme Leader
Scheme director
Head of School of Secondary and Post-compulsory Education
External Examiner for the programme
University Module Leaders for each Module
One representative of the partner colleges.

Terms of Reference
The Terms of Reference for the non-MAR Cert Ed (FE) Examining Board shall be as set out in the University's Handbook of Academic Procedures, E5a, paragraph 6.

6.3 RESPONSIBILITIES OF THE EXTERNAL EXAMINER(S)
The responsibilities of the external examiner(s) shall be as set out in the University's Handbook of Academic Procedures, E6, paragraphs 16 to 18 inclusive, covering non-MAR awards.

6.4 EXTENUATING CIRCUMSTANCES
A student who is of the opinion that his or her performance in the assessment of a unit, or his or her ability to undertake an assessment has been adversely affected by illness, personal problems, disability or other circumstances may refer those circumstances to the examining board in accordance with Academic Procedure E9a.

6.5 ASSESSMENT OFFENCES
The University procedures for dealing with allegations of assessment offences are laid out in the University Student Handbook, and in the Academic Regulations (El 2a).

6.6 APPEALS
An application for review of an Examining Board decision may only be made in accordance with the University of the West of England Academic Regulation E13. Further information on procedures for appeals are in the University Student Handbook

6.7 ETHICS AND CONFIDENTIALITY

In all work on this award, it is important that students are guided by a code of professional ethics. In relation to submitting written work for assessment, it is important that the text does not break the ethic of trust or compromise any colleague, learner or participant in research or enquiry. Institutions referred to will usually be anonymised (except in the case of record keeping documents), as should individuals.

Section 7: Student Learning: distinctive features and support

The programme links to a larger modular scheme and allows flexible starting points depending on whether applicants can be given credit for previous awards. They achieve their qualification by building up sufficient credit at an appropriate level through successful study in a range of relevant modules, each with particular intended learning outcomes. The module UTCG8T-10-2 Preparing for Advanced Study in Continuing Education acts as bridge to higher level study for non-graduates. They are able to attend the Modular Scheme Study Skills and Support Sessions.

Peer support processes and associated assessment processes are encouraged and facilitated. Workshops on developing study skills and associated assessment processes, together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes – both full-time and part-time.

The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore ways to present that experience in a way that can count as credit towards the degree.
All students have easy access to the excellent facilities in the Faculty of Education building, including the Education Resource Centre, the Faculty of Education Student Adviser as well as all the facilities described in the University Student Handbook.

Students will be encouraged to enhance their study skills and develop ICT skills throughout the course through provision of workshops and sessions provided by the Faculty of Education

A dedicated Programme Leader, a Scheme Director and a team of skilled tutors support students on the programme.

Section 8: Reference Points/benchmarks
The programme is designed to meet the requirements for FENTO endorsement. It has been developed within the context of the University teaching and learning policies and meets their requirements. The focus is on an approach to teaching & learning underpinned by values as set out in the Faculty Statement of Pedagogic Principle.

Staff research projects

- Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:

  - citizenship and education for democracy;
  - education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
  - education of excluded and disaffected young people;
  - educational uses of ICT;
  - evaluation of student-led learning;
  - European Social Fund and the European Union;
  - Excellence Challenge and the experience of widening participation co-ordinators;
  - gender studies and in particular the education of boys;
  - literacy and learning;
  - policy and practice in inclusion and special educational needs;
  - recruitment of minority ethnic groups into teaching;
  - self-assessment practice in HE;
  - transforming learning cultures in FE;
  - urban education policy.

Employer interaction/feedback

FENTO endorsement of the programme guarantees that it meets the Standards that have been designed by the employer-led NTO. The programme has been designed in collaboration with two Further Education Colleges (City of Bath & Gloscat) drawing on the expertise of colleagues in the field. The programme is also delivered at both these colleges.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.